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ABSTRACT

School researchers and administrators are developing new ways to measure student skills and progress, using portfolios, self-evaluation, verbal answers to mathematics problems, and other assessment formats. This book explains the assessment reform movement and describes programs across the country that have embraced new forms of assessment. Teachers and administrators describe, in their own words, the changes they are making. The controversies that have raged because of assessment reform are reviewed, and how schools have been forced to change to meet the new standards proposed for academic achievement is described. Opposition from parents and community members who consider the reforms misguided, or even dangerous, has been widespread. Many positive results are evident as assessment reforms continue, but insuring that newly developed forms are valid, reliable, and fair is a challenge from which educators and policy makers cannot escape. Change must begin with defining what students should know and be able to do, and then shaping assessment to build toward those goals. (SLD)

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